



QUESTIONS

For Educators

1. What is a stereotype?
 - a. What are stereotypes you hear about different religious groups from students, parents and other educators?
 - b. Historically, how have religious stereotypes influenced the treatment of others in schools?
 - c. What are the connections between stereotypes and bullying that you've seen in our school and other schools? Religious stereotypes?
 - d. How does the media contribute to stereotypes about different religious groups?
 - e. What's the value in addressing the media's influence on the formation of stereotypes and other attitudes?
 - f. How have you addressed religious stereotyping in your content area?
2. Are there cases of bullying and/or cyber bullying at our school?
 - a. What has been our response after a bullying incident or hate crime occurs?
 - b. What have we done to prevent bullying incidents or hate crimes? What can we do? Which preventative action is most common? Why?
 - c. What has worked in our school to address bullying? What hasn't?
3. Does our school have a policy for dealing with bullying incidents or hate crimes? How is this policy communicated to the students?
4. Our school is one school. Are we one community and homogeneous or are we diverse?
 - a. What is diversity?
 - b. How diverse is our school?
 - c. How do you think our school compares to the larger community in terms of diversity? Think about both our local community and broader communities, such as our state, the U.S., and the world.

5. How can awareness of different types of hate groups and hate crimes help to combat prejudice?
6. What is the relationship between bullying and/or hate crimes? Between bullying and/or hate groups?
7. Do you think that the various anti-bullying laws and initiatives are and/or will be effective?
Why or why not?
8. What is the difference between Islamophobia and anti-Muslim sentiment?
9. Is there value to teaching about 9/11?
 - a. What are pros, cons, and difficulties of teaching about 9/11?
 - b. What are barriers to answering students' questions about 9/11?
 - c. If you have taught and/or currently teach about 9/11, what have you noted as best practices?
10. Many people respond very personally to 9/11.
 - a. How do your personal responses to 9/11 impact your ability or desire to teach about it?
 - b. How does your comfort level with teaching about religion impact your teaching about 9/11?
11. What is the significance of our students growing up in a post-9/11 era? How has the legacy of September 11th changed our jobs as educators?

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